

Bags of Time - Victorian

Pre-Workshop Information

Outline:

This is an evidence-based workshop for KS2 – adaptable to Years 2 to 6. In small groups children will open and explore the 'lost luggage' of a person from Wandsworth's past. They will explore the items within the luggage, questioning what these items can tell us about that person. Historical resources and supporting documents will be used to place the objects in historic and regional context and will assist the small groups of pupils in creating a detailed understanding of what their character's life was like.

The session aims to be pupil-centered by allowing children to reach their own conclusions using historical evidence. It gives them the opportunity to be creative when thinking about their character and deciding what they will share with the class during the plenary.

Each small group will share their findings with the whole class by:

- reporting their findings and stating their reasons for their conclusions
- re-enacting the character of the person whose suitcase has been found
- placing when their character would have lived on a timeline and exploring more general issues of the time period

Programme Duration: 1.30 hours

Links with Units of Study:

In support of KS2 National Curriculum the museum has created a session specific to Victorians.

- NC Areas: Chronological Understanding. Historical Interpretation, enquiry, organisation and communication
- QCA History Units: What was it like for children living in Victorian Britain? How did life change in our locality in Victorian times? What was it like to live here in the past?
- QCA Geography Units: Investigating our local area.

NB: With prior notice this session can be adapted to reflect one of the above units of study more heavily than the others to make the session as relevant as possible. Please contact us if you think we could relate this session to other elements that your pupils are studying in school.

Aims and Learning Objectives:

The session will provide children with opportunities to:

- recognise that the past is represented and interpreted in different ways, and to give reasons for this
- find out about events, people and changes from a range of sources of information, such as artefacts and replica artefacts, documents, printed sources, pictures and photographs
- ask and answer questions, and consider information relevant to the focus of the enquiry
- work co-operatively in small groups
- develop their chronological understanding
- develop their vocabulary relating to evidence, archaeology, reproductions

What we expect:

- Children will think about their own lives and make comparisons with people living in different times and places.
- Children will enjoy learning about the everyday lives of people who have lived in this borough in the past.
- Children will have an increased awareness about the local area and Wandsworth Museum.
- If you have booked an Outreach session please see the Outreach conditions email for additional requirements.
- **Whilst museum education staff will run the session, support in the classroom is required in order to minimise the risks involved with the session items, enforce the school's behaviour policy and ensure artefacts are handled appropriately.**
- Your institution will reimburse the museum for the cost of any item/items that need to be replaced due to loss/theft/breakage (through inappropriate behaviour) during the programme.

Victorian Wandsworth (1837 to 1901)

Railways and the growth of Wandsworth

In 1838, the year after Victoria became Queen, the London to Southampton railway opened, with a terminus at Nine Elms. This was soon followed by other lines which cut across the commons, farms and market gardens, transforming the local landscape. The railways provided both employment and swift transport to London, attracting many people to work and live in Wandsworth. Battersea in particular was affected as Nine Elms became covered with sidings, workshops, depots and new housing for railway workers. As the suburbs developed, demand grew for transport between local towns as well as to London. Horse-drawn trams and buses were introduced and soon rivalled the railways in popularity by providing a cheap, door-to-door service. The motor car only arrived at the very end of the Victorian age and was not yet a common means of transport.

Industry in Wandsworth

New industries developed along the Thames during the 19th century. The river supplied plenty of water to run steam engines and other manufacturing processes. It also provided cheap and easy transport for bulky and fragile goods. Price's Candles and Morgan's Crucibles were amongst the companies that built major factories in Wandsworth. Smaller works were also set up, making a variety of goods such as gas mantles, pencils and bottled water. Shops, laundries and other businesses developed specifically to meet the demands of the growing local population. While these industries contributed greatly to the development of Wandsworth, the pollution resulting from them had an adverse effect on the River Wandle and on the plants, animals, birds and fish that lived in the Wandle wetlands.

Wandsworth - a suburb of London:

Thousands of houses were built here in Victorian times, transforming the whole area into part of Greater London. A variety of leisure facilities were built too including the Roehampton Polo Club(the most famous at the time). Many types of homes were built, from large detached houses surrounded by gardens, to one-storey terraced cottages for railway workers. Building firms employed large numbers of men, many of whom had come to London from the countryside in search of work.

In the 1870s an estate was built by a philanthropic organisation - The Artisans' Labourers' and General Dwellings Company - to provide good quality houses for workers.

Manors, estates and pleasure grounds were laid out by the gentry and the prosperous to express their wealth and status. Gillford House in Putney was rebuilt in 1894 to become a grand-style Victorian home complete with grounds and out-buildings.

Famous characters from Victorian Wandsworth

John Augustus Beaumont purchased the West Hill estate in 1842 and Wimbledon Park in 1846. He divided up the land for large villas for wealthy merchants and

bankers. By 1865 there was a continuous line of grand houses along Parkside and much of West Hill.

George Dixon Longstaff was a qualified doctor who moved to Wandsworth in 1837. He was one of the first members of the Wandsworth District Board and was active in many local organisations. He provided the Longstaff Reading Room which forms part of the Wandsworth Museum today and even has the cafe named after him!

Institutions

Victorian times saw the rise of great institutions - asylums, prisons and workhouses, for example.

Wandsworth prison opened in 1851. It was built on an industrial scale and replaced three small gaols in the borough. Every cell could be watched by one single guard standing in the middle of the building. One of its most famous inmates was Oscar Wilde, who spent the first six months of his sentence there.

The Victorians placed great value on education for improving the moral and social welfare of all classes of people, especially the poor and those destined to become servants. In Wandsworth, a large site on Wandsworth Common was purchased from Earl Spenser and a huge gothic building was built in 1857-9. It was used as an institution for the education and training of orphan daughters of soldiers and sailors who died in the Crimean War. At first the asylum was used to prepare the girls for domestic service but gradually it became a conventional school.

Libraries were an important part of the Victorian emphasis on education for all, with reading rooms provided for poorer citizens. Wandsworth library commission was appointed in 1883 and the library opened in 1885 a large private house (Putney Lodge) on West Hill. As noted already, Dr. G.D. Longstaff added a reading room in 1887 which still stands in the building today as part of the Wandsworth Museum.

The Victorian age saw Wandsworth transformed from a mainly rural collection of villages outside London to become part of the city's suburbs. New transport links were created, industries sprang up, institutions were founded and the population of Wandsworth greatly increased. The shape of Wandsworth as we know it today was largely created by the Victorians.

Pre-Session Activity Ideas

History

- Introduce the different sources that can be used for historical enquiry (books, objects, photographs, oral histories) Ask children to think about the kind of questions that they would ask someone who lived during the Victorian era?

Geography

- Discuss with your pupils how the borough developed and changed during the Victorian era. What buildings in the local area were built during this time (e.g. Wandsworth Prison and the Royal Victoria Patriotic Society Asylum, which house orphaned girls), what would have been in Wandsworth during this era that isn't here anymore (e.g. A huge workhouse on Garrett Lane). What would living conditions have been like for rich and poor Victorians living in Wandsworth?

Drama/Geography

- Role-play family's moving to the city from the county side. What were the push and pull factors leading to this change (Industrial Revolution). What might people have hoped to gain from moving into the city. What sort of employment would they have found in the Wandsworth area, particularly in the most built up areas of the borough e.g. Battersea (e.g. Jobs in Industries such as Prices Candles, Moragns Crucible Factory, Gas Works, etc).

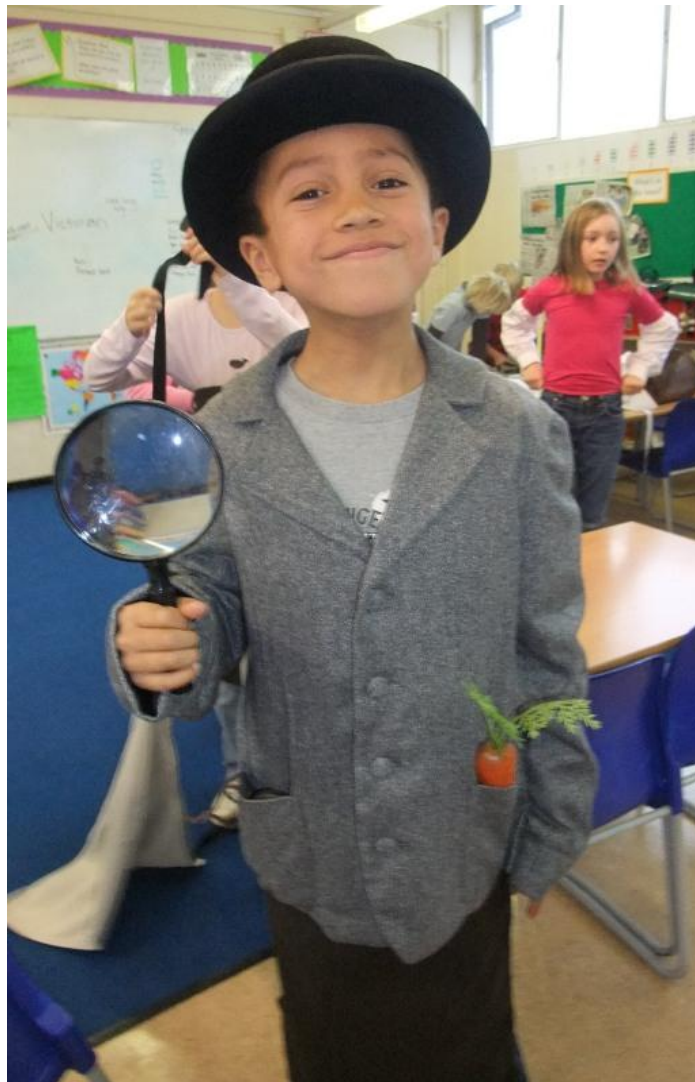
Art

- Children in the Victorian era would not have had a so much access to toys as they do now and would have often had to make their own using rope, clay and wood. Such as marbles, wooden toys, dolls houses etc. Richer children would have had bought toys such as china faced dolls and glass marbles. Peg dolls would have been something that children would make at home and dress using bits of scrap material or rags. Why not make your own peg doll using material scraps, glue, threads, felt tips etc.

Bags of Time – Victorian

Post Workshop Resource Pack

We very much hope you enjoyed the workshop and we would be very grateful to hear your views on this or other elements of the educational services of the museum. If you have any comments or concerns that have not been addressed in our evaluation, please contact us at bookings@wandsworthmuseum.co.uk.



This resource pack is designed to support you and your pupils after participation in the **Bags of Time – Victorian** workshop and includes more details about some of the characters and objects featured in the workshop. Wherever possible we have tried to keep information relevant to the local area.

Please note: If you have not yet participated in the workshop, please do not reveal the content to the participants as this will lessen the impact of the museum workshop.

Character 1: Victorian Nurse

Background information:

The Victorian era (1837-1901) was a time of great change in the field of medicine. Important discoveries such as germ theory (1850's) and the use of antiseptics (1865) revolutionised the treatment and survival rates of patients. In the 19th century pioneering women like Florence Nightingale and Mary Seacole were responsible for formalising the role of nurses and for turning nursing into a profession. Although Florence Nightingale did not live in this area she would have been an important role model for a nurse working in Wandsworth in the 1800's. She helped to design new hospitals and published guidelines for nurses in their work.

Many new hospitals were built within London in Victorian Times. For example the **Royal Hospital for Neuro-disability**, in Putney was built in 1865 and Florence Nightingale was consulted on its design. **St George's hospital** in Tooting only moved to its present location in 1973, though it was founded in 1733 in central London.

Elizabeth Garrett Anderson was the first female doctor in England. She fought extremely hard to be allowed to practice medicine and was refused this right many times, however she persevered and in 1872 she founded the New Hospital for Women which was staffed entirely by women.

Clues to the character:

Carbolic Soap



In 1865 a man called Joseph Lister discovered that using carbolic acid to wash wounds and surgical equipment helped to prevent the spread of infection. This was the first anti-septic!

As germ theory became more widely understood, greater emphasis was placed upon cleanliness and hygiene. Carbolic acid was added to soap and was used to clean clothes, hospitals and bodies

This helped nurses keep patients and hospitals cleaner.

Cupping set



This is an example of early Victorian medical practice. At the start of the period people believed that an illness was the result of bad blood and thought that the best way to get rid of it was to take some of the blood away.

They could do this using a cup like the one in the bag.

They would cut the skin of the patient and then put a hot cup onto the cut. A vacuum would be formed and as the cup cooled down it would suck out the patient's blood.

Poppy Heads and Medicine bottle



Opiates (which include heroin and codeine) can be extracted from the opium poppy and were used widely in Victorian times for various medical conditions. The extract was added to alcohol to create **laudanum** which was an extremely popular treatment for nervous conditions and was even used for coughs and colds, despite its highly addictive nature. Morphine was used for pain relief.

Character 2: School child

Background information:

According to the 1881 census, Gifford House on Putney Heath was occupied by Everard A. Hambro, his wife Gertrude and their two children, Charles (8 years old) and Harold (6 years old).

The house had 5 reception rooms, a ball room, a conservatory, a billiard room, 23 bed and dressing rooms, and domestic offices.

The 23 acre grounds included a stable, greenhouses and vineries, cricket pavilion, two entrance lodges, a lake, walled garden, tennis lawn, cricket ground and parkland.

Charles, at 8 years, was old enough to be sent off to boarding school. Up until this point, both Charles and Harold would have been taught by their Governess, Miss H. Muller and they would have spent their days in the nursery. The boys would be likely to only see their parents once or twice in a day, morning and evening. Charles' life would change radically, when he was sent to boarding school.

Charles was sent to Merchant Taylors' School, chosen by his father for its modern curriculum of Languages, Science and Commerce, and its new premises at Charterhouse Square (completed 1875).

His father would pay £12 per year for his schooling, and Charles would be expected to make this grand expenditure worthwhile.

His time at Merchant Taylors was meant to prepare Charles for either the University of Oxford or Cambridge. William Baker was the headmaster and was keen to use games such as football and cricket to build character in the pupils. If Charles and Harold had a sister, she would have continue her learning at home with the Governess and Harold. Singing, playing the piano, and sewing were the main subjects required for girls, along with reading and writing. Some girls would be tutored in French.

Clues in the luggage of this character:

Slate Board



Paper was expensive so if the governess' pupils were doing lots of sums she may have given them a slate board and pencil. They would have had to wipe it clean before starting the next piece of work.

Children were often taught by reading and copying things down, or reciting things until they were perfect.

Jacket

Rich children wore miniature versions of adult clothes - lots of layers, stiff collars, corsets, petticoats, boots, hats, and jackets.



Clothing was not very comfortable or easy to move about in.

When Edward VII was little he wore a mini sailor suit on a visit to the Royal Shipyard in Portsmouth. When people saw a picture of the young prince in the papers it became instant fashion for middle class and wealthy children, both

boys and girls.

The wide collar comes from the days when sailors wore neckerchiefs to stop their long greasy hair dirtying their shirt.

Toothpaste pot



Toothpaste was first introduced in the 19th century. From 1880 toothpaste was first sold in ceramic pots by chemists who wrote their own recipes and names on the lids.

The seed of the Areca palm grows in many of the Victorian trading colonies in Asia, the tropical Pacific and parts of East Africa.

Character 3: Young Housemaid

Background Information:

Life as a Victorian servant was hard and regimented. Servants were early to rise and late getting to bed, and time off from work was a rare luxury. By the 1880s, servants were given a half-day off on Sundays, starting after lunch.

Much of the work was demanding, particularly for the women. Scrubbing linen and scouring pans left hands sore and chapped, whilst churning butter could take half an hour or more of backbreaking work.

Profile:

According to the 1881 census in addition to the Hambro family there were 21 servants living in the house, 8 male and 13 female. There was a Governess, 2 Gardeners, a Housekeeper, a Ladies Maid, a Nurse, a Nurse's Maid, 2 Housemaids, 2 Laundry Maids, a Stillroom Maid, a Kitchen Maid, a Scullery Maid, 3 Toolmen, 2 Helpers, a Coachman and his wife and son. Only the Coachman was married, all the other servants, in age from 18 to 59, were unmarried.

One of these servants was called Agnes White. Born in Inverness; Agnes was 18 years old when she was working as a Housemaid in Wandsworth.

Clues in the luggage of this character:

Goffering Iron



This iron was heated on the range and used, along with the flat iron, to iron ruffles and frills. Many Victorians took real pride in their neatly ruffled collars and cuffs and servants would spend a lot of time ensuring they were in order.

Coins



A girl of 18 working as a housemaid would earn around £20 per year; this is the equivalent of approximately £960 in today's money.

This would have been 92 pennies a week, although they probably would have called it 7 shillings and 8 pennies.

Maids did not pay for their board nor did they have to buy any food.

Wages paid to servants were not regulated, but depended on the generosity of the employer, and were influenced by supply and demand. Usually, more could be earned than in agriculture or most craft occupations, leading to migration from rural to urban areas.

Flat iron

Before electricity, irons like this were heated on an open fire or range.

Because they would cool so quickly whilst being worked over the linen, it was common to use two, one being heated up while one was being used.

And because the handle was also metal it would have had to have been picked up using a cloth of some kind.



Character 4: Victorian Governess

Background Information:

A governess was often a well-educated lady from a rich family that had fallen on hard times. This meant that she had to earn her own living. Unfortunately, in Victorian times there were not many choices of employment for women of this type.

She could:

- 1) hope to obtain status through a respectable marriage
- 2) hope to become a maid, although she would lose her rank and be looked down upon by others of her background
- 3) go to the poorhouse; where conditions were dire.
- 4) become a governess and make use of her education, retaining a little of her dignity.

In rich Victorian houses there was a strict pecking order for the people who lived and worked there. The butler was the highest ranking servant in the household, with the scullery maid (usually the youngest person) at the bottom. The governess did not fit into this strict order, for she was neither part of the family or a true servant – having been hired for her knowledge and gentility.

The life of a governess could be a misery. She might be looked down on by the family of the house for being from a failed family. The servants might be confused as to her status since she worked for wages but came from a different class.

The governess' job was to care for and teach the family's girls, as well as the young boys up to the age of seven. She was to be well educated, a good teacher and a perfect example of behaviour, manners and personal habits. She was expected to be patient, good tempered, fair, reliable, unselfish, trustworthy and able to cope and to use common sense at all times. In other words, she was meant to be perfect!!

She needed to be able to pass her 'accomplishments' on to the girls in her charge – sewing and needlework, music, drawing, dancing and so forth – as well as teaching reading, writing and sums.

Clues in the luggage of this character:

Glove stretcher



Gloves would have been an important part of Victorian dress and this is a glove stretcher. Ladies would like to wear tight gloves and this instrument

would have been used to loosen the glove before she pulled them onto her hands.

Because a governess had come from a more wealthy family than the rest of the servants she would have been expected to dress well.

She would have worn a large Victorian dress, probably in dark colours so that she did not stand out too much.

A large trunk

A governess would often move from her home to live with the family of the children



she was going to teach. As she would not have come from a poor family herself she may have brought many things with her, notably novels and embroidery. Books might well have been an incredibly important part of a governess' life. Firstly she should have been highly literate in order to be able to educate her pupils. But away from her family and not part of the team of servants she may have turned to novels to keep her occupied.

Corset



The use of corsets like this to change the shape of a women's figure was at its height in the Victorian period. Rows of cord or whalebone were used to give the appearance of a tiny waste. Corsets became even more uncomfortable when it was realised that by used metal eyelets for the laces the material would not tear and the device could be pulled even tighter. Women who did not wear a corset were considered indecent or 'loose women'. A woman not wearing a corset would have stood out because people were not used to seeing women in their natural shape. However, corsets were actually extremely bad for women. One writer Edward J. Tilt claimed in 1852 that corsets caused 'shortness of breath, palpitation, indigestion, hysteria and a host of maladies'. It is now believed that wearing corsets may have caused organs to become displaced over time.

Character 5: Working Child

Background Information:

Life could be very hard for poor children in Victorian times. If a family did not make enough money to buy food then they might starve. Because of this many children were sent out to work. The Industrial Revolution created new jobs, in factories and mines. Many of these jobs were at first done by children, because it was cheaper to employ them.

Many children started work at the age of 5, the same age as children start school today. They went to work as soon as they were big enough, Or they might work at home, doing jobs such as washing, sewing, sticking labels on bottles or making brushes. Children also worked on farms, in homes as servants, and entered the army. Many boys went to sea, as boy-sailors, and it was common for girls to go 'into service' as housemaids.

In London and other cities, children worked on the streets, selling things such as flowers, matches and ribbons or working as shoe shine boys, polishing the boots of gentlemen. Crossing boys swept the roads clean of horse-dung and rubbish left by the horses that pulled carts and carriages and 'Mudlarks' were poor children who waded in the mud beside the River Thames in London, looking for lost rings or bits of scrap metal to sell.

Often poor children would not go to school and so they would not know how to read and write. For poor families it was more important for a child to work and make money. When Queen Victoria first came to the throne there were no laws that said children had to go to school. Most schools also charged pupil's money to attend. This situation changed during Victoria's reign. People began to realise that education was important for all children. Look at the timeline below for some important dates:

1838 – Victoria is crowned Queen.

1870 – Law passed: all towns and villages must have a school.

1880 – Law passed: all children between 5 and 10 must go to school.

1891 – Primary school education is made free.

Ragged Schools were schools for poor children. One of the first was started in Portsmouth by a shoe-mender named John Pounds. Older children helped to teach younger ones. Ragged Schools were often in one room of a house, or in an old barn in the countryside.

Some ragged schools actually made the children do work for money; others taught the basics of reading, writing and religion. It was difficult for many poor children to attend a ragged school as they would not be out earning money for themselves and their families. Very few children went regularly and many adults thought it was more important for them to be working than in school.

Clues in the luggage of this character:

Shoe shine box and boot polish tin



This sort of box would have been carried around by a young boy working on the streets of London. They would have **polished** the shoes of wealthy gentlemen which often got dirty and dusty from walking through the streets.

Shoe polish itself only became available towards the end of the 19th century. Before this the boys would have had

to work even harder to make the shoes shine.

The boys would probably have worked long days for pennies. They would have had to work hard to attract the attention of customers and there would have been a lot of competition from other boys.



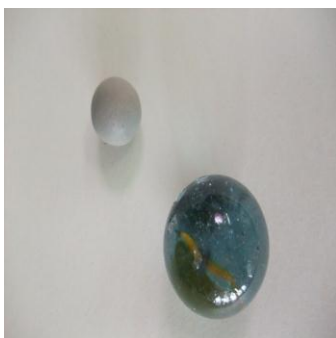
Clay Pipe



This is a clay pipe. It was used to smoke **tobacco**. The tobacco was placed in the bowl part of the pipe, lit and then the fumes would be breathed in through the long hollow straw. Clay pipes were cheap and easily broken. Sir Walter Raleigh is thought to have brought tobacco to England as early as 1578. Smoking tobacco became more popular as it got cheaper. Cigarettes started to become popular in England in the mid 1800's but pipes were still used for many years afterwards. It was not illegal for

children to smoke until the 1908 Children's Act which banned the sale of tobacco to children under 16.

Marbles



These are **marbles**, rich and poor children played with them in Victorian times. Children have played with marbles for thousands of years but they have been made from different materials such as stone, metal, glass and ceramic. During the Victorian era poor children would probably have played with marbles made out of clay whilst wealthier children would have had marbles made out of glass. Some were very beautiful.

Bags of Time – Victorian

Post Workshop Activity Suggestions

Below are a number of suggested **classroom activities** to assist in extending the learning in this session. Please find attached the related worksheet.

History/Art

- Write about or draw the person that has been investigated, fleshing out their character. Where they might have lived, how they looked, what other possessions they might have had and what their day to day lives were like. You could use ICT to research the Victorian Period.

Literacy/Handwriting

- Write like a Victorian Child
Ask the children to practice their handwriting in the style of Victorian script with the handout provided (Worksheet 1). Using dip pens makes the activity more realistic.

ICT

- There are numerous children's activities relating to historical investigation on the Geffrye Museums' website: www.geffrye-museum.org.uk/kidszone/ or BBC's History's: www.bbc.co.uk/history/forkids/
During an ICT lesson, children could follow instructions to complete some of the activities in the Kids Zone Area.

Further Resources:

- Woodlands Junior School in Kent has a great website with lots of children and teacher resources, including some on Victorians.: <http://www.woodlands-junior.kent.sch.uk/Homework/history.html>
- The BBC has a site you may find useful, it has resources for both children and teachers based on children's experiences in Victorian Times: http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/

Copy Book

Can you write like a Victorian child was taught in school?

Practice these Victorian sayings by copying them below

All that glitters is not gold.

Children should be seen and not heard

If a job 's worth doing it 's worth doing well

Elbows off the table, hands in laps

Neither a borrower nor a lender be

Name: _____